E&R Services

Responsible Use of Generative Artificial Intelligence (GenAI) A Guide for Teachers

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Generative Artificial Intelligence (GenAI) refers to all types of AI that can create text, images, or other content based on the data it has been trained on. With your Zuyd account, you currently have access to Microsoft Copilot Chat. To use GenAI safely and responsibly, it is important to follow the rules and behavioral agreements described in this guide. Also take a look at MijnZuyd regularly to see what recent developments are available.

Disclaimer: The information in this guide has been carefully compiled based on previous reports and versions, the information skills course from the Library, and information from Avans University of Applied Sciences, Saxion University of Applied Sciences, and KU Leuven. However, we are aware of the rapid developments in this area and will update the information if necessary. Therefore, we work with version numbers. This guide is translated from Dutch to English using Copilot using the prompt: translate this text to English and enhance it's readability.

Vision of Zuyd on the use of GenAI in education

At Zuyd, we believe it is necessary to prepare students well for their future role in the professional field. Artificial intelligence will in many cases be part of that future professional field. It is up to us to prepare students for that future where artificial intelligence will be a natural part of the job. We can do this by thinking carefully about the competencies students will need in the future and adapting our education and (the content and manner of) tests accordingly. In addition, GenAI is a disruptive technology. Therefore, we are committed to learning to work with GenAI responsibly.

At Zuyd we have 4 basic principles when it comes to the use of AI in education:

1. Applicable guidelines regarding copyrights, privacy, and security also apply to GenAI use;
2. Students are responsible for the content of everything they upload, email, or send to you as a teacher, fellow students, and externals;
3. The teacher/exam committee must be able to unequivocally evaluate/assess whether the student has acquired the certificate-relevant competencies during the program.
4. The program may establish (as exceptions) additional guidelines for certain assignments or tests if necessary. These additional guidelines will be transparently communicated to students.

What is allowed?

The use of GenAI cannot be controlled and therefore cannot be forbidden. It is therefore necessary to think carefully about how you allow the use of AI in assignments and tests and to communicate this clearly. An analysis of (the basic design of) your tests and assignments will help.
You can contact your educational supervisor (directly or via onderwijsvraag@zuyd.nl) or check the toolkit on MijnZuyd. In any case, use the following basic rules:

- Use of GenAI to promote the learning process. Think of using GenAI for inspiration, summarizing, organizing, explaining, generating practice questions, as a search aid, language assistance, brainstorming help, etc.;
- Transparent use of GenAI if it is part of the competencies the student must acquire during the program.

Note: The output of GenAI must be critically assessed for factual accuracy. Many GenAI tools are not yet flawless in this regard. Always teach the student to check facts!

How do I ensure that we can unequivocally assess whether the student has acquired the competencies themselves?

Using tools to generate papers, essays, and other texts is not new. Students have always had access to dictionaries, online translation programs, friends or family who write or review texts, and even agencies that write theses for a fee. However, as an educational institution, we must unequivocally determine that students possess the competencies required for their certificate. GenAI can create tension in this regard. While there are methods to detect GenAI use, they are not reliable enough. Additionally, we do not want to prohibit its use but rather encourage responsible application. Therefore, it is advisable to focus on educating students and rethinking learning objectives and assessment forms rather than detecting GenAI use.

What is not allowed?

No one is allowed to use personal or company-sensitive data when you use GenAI. This applies to both the documents you upload in AI and the prompts you give.

In addition, it is fundamentally not allowed for output of generative AI to be taken verbatim and presented as one's own work, without full and transparent reference and/or backlog. This is a form of fraud (see the regulations regarding irregularities and fraud of Zuyd University of Applied Sciences).

Furthermore, it depends on the agreements you make as a program when and for what AI use is allowed. Always keep in mind that the use of AI is virtually impossible to control, provided that you test on location without aids.

Note: Directly referring to GenAI output is only possible in exceptional situations. For instance, if GenAI is used to generate a summary or make grammatical adjustments that are largely adopted. Generally, you cannot cite GenAI as a factual information source because its output is based on the data and sources it was trained on. If a student uses GenAI to search for factual information, GenAI can help them get started, but they must find reliable factual sources themselves to reference.

Therefore, we do not want to prohibit the use, but steer towards responsible application. It is therefore advisable not to focus on the prohibition and detection of GenAI use, but rather on information for students and reconsideration of learning objectives and test forms.

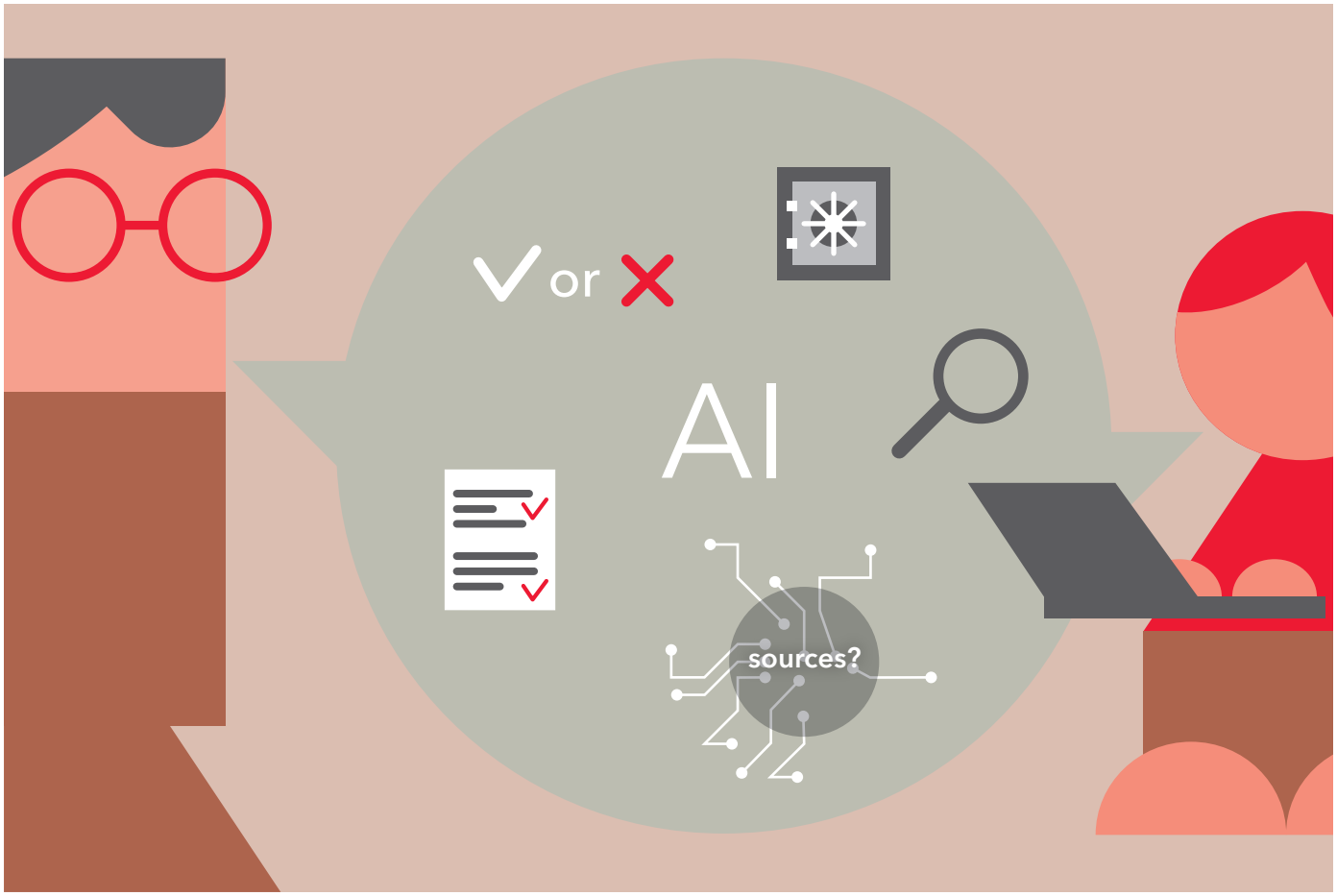
Therefore, some tips for improving assessment:

- Design an assessment along the assessment cycle. Consider possibly new learning objectives and adjust the assessment form where GenAI as a tool can influence the assessment.
- Possibly adjust your assessment criteria and shift the focus from product to the process of arriving at a product.
- Assess (only) if (really) necessary in a controlled environment.

In addition, communicate clearly and transparently what you as a program allow and do not allow.

Privacy, copyrights, and security.

The processing of the data used to generate output may not (currently) follow European laws and regulations. For example, many GenAI do not provide transparency about the sources they use. As a result, copyrighted work and data may be used. In addition, it is not known what happens to the inputs we provide and how securely they are stored. This makes us as Zuyd not want to use all tools. If you do want to experiment with this, the rule is: Do not work with company-sensitive or personal information and be aware of the risk of your input being stored and used. Pay attention to this when using GenAI with information from e.g. internship companies or other external clients! In this way, company-sensitive information can be used to train GenAI. A student may also have signed a confidentiality agreement (e.g. in an internship contract or confidentiality agreement). Entering company-sensitive information into a GenAI tool violates this confidentiality obligation. Always follow Zuyd's security policy.



Learning to work responsible with GenAI
GenAI can be an effective tool in many cases during study and future profession.

How can you as a teacher integrate generative GenAI into education?

- Have students search for original sources for GenAI-generated output;
- Ask different groups to look up/simplify concepts and discuss the output;
- Use GenAI in tutor groups as a brainstorming assistant;
- Encourage students to use GenAI to refine language and grammar in texts;
- Have students generate future scenarios using GenAI;
- Have students ask for feedback on written texts;
- Assign students to generate practice questions using GenAI.

Help students by experimenting together and teach them to use GenAI responsibly.
A good way to start is by experiencing the possibilities and limitations of the GenAI tool. You can do this by:

- Requesting factual information close to your own knowledge and assessing it;
- Pasting your own assignments into GenAI and evaluating the results;
- Summarizing well-known articles or listing information from them and assessing it;
- Rewriting your own texts and evaluating the output;
- Discussing with students whether or not to use GenAI tools;
- Following Zuyd's information channels to stay updated on the latest news about this.

Do you want to know more about generative AI and how to use it responsibly in education?

- Contact the Education and Research service via onderwijsvraag@zuyd.nl or directly via the educational expert linked to your domain.
- Ask your question to the copyright information point via email at auteursrechteninformatiepunt@zuyd.nl.
- Follow the AI information page on MijnZuyd and/or join the Teams information channel.
- Do the yearly privacy and security course and check available courses via HR end Goodhabitz.

Want to know more?

Check out the **Online module GenAI and literature research** from the library at https://zuyd.libwizard.com/f/gpt and the LibGuide on AI. You can also ask your question to the copyright information point via email at auteursrechteninformatiepunt@zuyd.nl or at one of the library locations of Zuyd University of Applied Sciences.

Zuyd University of Applied Sciences. It all starts with you.